

The Disposition of Motivational Strategies among English Language Teachers in Public Universities in Malaysia

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The English language is one of the compulsory subjects in both primary and secondary schools in Malaysia. In the case of motivation in teaching and/or learning English, there has been an increase on the research on motivation in language teaching, i.e. teachers' motivation but little attention is given to language teachers' motivation in higher education institutions (HIEs). This was a pilot case study to gain a better understanding of the HIEs language teachers' perceptions on the importance and the frequency of usage of the motivational strategies. The method used for data collection was online questionnaire from 17 English language teachers from 4 public universities in Malaysia. The findings from this pilot study were analysed using descriptive and inferential statistics and they revealed that they perceived the motivational strategies as important and implemented those strategies in their English classes. Besides that, those who perceived high importance of motivational strategies reported high frequency of implementing strategies as well. It is hoped that this pilot study managed to fulfil the knowledge gap on the lack of information about language teachers' motivation in HIEs and could be used to promote further research in this area in a larger range of HIEs across Malaysia.

Keywords: *ESL, language teachers, motivational strategies, higher education institutions*

Bahasa Inggris merupakan salah satu mata pelajaran wajib di sekolah dasar dan menengah di Malaysia. Dalam hal motivasi dalam pembelajaran Bahasa Inggris, penelitian tentang area motivasi dalam pengajaran bahasa telah meningkat guna memotivasi para guru, namun hanya sedikit penelitian yang membahas motivasi guru dikalangan guru bahasa di perguruan tinggi (HIEs). Temuan dari studi percontohan ini mengeksplorasi persepsi guru

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bahasa di HIEs tentang persepsi guru bahasa dan frekuensi penggunaan strategi motivasi. Metode yang digunakan untuk pengumpulan data adalah kuesioner online terhadap 17 guru Bahasa Inggris dari 4 perguruan tinggi negeri di Malaysia. Temuan ini kemudian dianalisa menggunakan statistika deskriptif dan diferensial. Hasil temuan kemudian mengungkapkan bahwa mereka beranggapan strategi motivasi sebagai hal yang krusial dan sudah menerapkan strategi-strategi tersebut di kelas mereka. Selain itu, mereka melaporkan bahwa penerapan strategi motivasi berfrekuensi tinggi. Diharapkan bahwa studi percontohan ini berhasil memenuhi kesenjangan pengetahuan tentang kurangnya informasi terhadap motivasi guru bahasa di HIEs. Lebih lanjut lagi, penelitian ini diharapkan dapat mempromosikan penelitian di area motivasi dalam rentang yang lebih besar di HIEs di Malaysia.

INTRODUCTION

In the Malaysian context, the English language is widely used as the language of communication around the globe and is the second official language but most students' proficiency in this language ranged from weak to intermediate. This has caused a concern at the national government level particularly when the issue of deterioration in English is voiced out by the public. For instance, the MEF (2009) stated the employers' difficulty in getting future employees who are proficient in English and able to communicate effectively. Besides that, in their market research in their white paper report for the Malaysian Government, Prestariang (2011) identified that 95% of the employers agreed that English is needed at work place and 93% of them used English proficiency as the indicator to job recruitment. In response to this matter, the latest measure by the education authority was to produce the English Language Education Roadmap document to improve various aspects of the English language curriculum including the pedagogy and assessment.

Among other challenges in the teaching and learning English, the Roadmap highlighted that "many Malaysians spend a lot of time learning English without quite knowing why they are doing it"(ELE Roadmap, 2015:13). It makes sense that students are not motivated to learn this language if they do not see the purpose of doing so. Apart from that the Roadmap also pointed out teachers' motivation as a factor in the success (or failure) in improving students' proficiency in English. Hence it is justifiable that the concern is also on teachers' perceptions, attitudes and motivations which are the influencing factors to successful second language learning since most students are still considered as having average proficiency in this language.

LITERATURE REVIEW

Motivation in Language Teaching and Learning

Research on motivation was influenced by the work of social-psychological researchers such as Gardner and Lambert (1972 in Dörnyei and Csizér, 1998:204) "who considered the motivation to learn the language of the other community to be the primary force responsible for enhancing or hindering intercultural communication and affiliation". In Gardner's (1985) theory of motivation, he suggested that language and culture are intertwined and learning an L2 would be more effective if the learners (i) were immersed in the L2 culture i.e. integrative motive or (ii) wanted to learn L2 for work purposes i.e. instrumental motive (Gardner, 1979 and Brown, 1989 in Dörnyei, 2001:14). Among the commonly used instrument to measure motivation is the use of the AMTB (Attitude/Motivation Test Battery) that was developed by Gardner and his Canadian associates. The test confirmed that "motivation has a larger effect size' in comparison to other measures like attitudes, integrativeness, and integrative orientation, and instrumental orientation in terms of language learning, (Masgoret and Gardner,

2003:198). Thus it could also be interpreted that in second language learning (L2), motivation functions as the influencing factor in students' second language proficiency.

Dörnyei's (1994) framework of L2 motivation

Dörnyei (1994) has expanded the concepts of L2 motivation in terms of three levels; Language Level, the Learner Level and the Learning Situation Level. For example the Language Level of motivation incorporates the cultural and linguistic aspects as well as the users of the language. Next is the Learner Level that is about the characteristics of the individual learner including their behaviour and attitudes towards learning another language. The last level; Learning Situation Level focuses on activities that take place in the classroom context that are further divided into 1) Course-specific motivational components, 2) Teacher-specific motivational components, and 3) Group-specific motivational components.

The teachers' roles in the language classroom are associated with the Learning Situation Level in which the roles could be of affiliative motive, authority and direct socialisation of student motivation, which includes modelling, task presentation and feedback. In his framework of L2 motivation Dörnyei argues that motivation could also be explored from the pedagogical perspective, hence the consequences of the roles could either help or hinder the successful of the students' language learning (Reeve and Jang, 2006).

Nonetheless Dörnyei (1998:126) also admits that the framework "lacks an indication of any relationships between the components" and it is a worthy effort to look for the possibility of such relationship in this study. The results could then provide useful reference for more motivational studies in the future.

Motivational strategies

As more studies conducted on motivation, its orientation has also expanded into intrinsic and extrinsic motivation, factors affecting learners' motivations and pedagogical implications of motivation which includes motivational strategies. In relation to the motivational strategies, they could be defined as "instructional interventions applied by the teacher to elicit and stimulate student motivation" (Guilloteaux and Dörnyei, 2008:52).

Dörnyei (1996b in Dörnyei, 2001) analysed 30 macro motivational strategies that could be used by teachers in response to the insufficient information on motivational strategies in L2 learning and tried to synthesise them into 10. Though the list was widely accepted Dörnyei pointed that its weakness "...was that it was not based on systematic research; rather, it was the result of a synthesis of personal experience and a semi-formal survey amongst two groups of graduate students and a group of international teachers on a British Council summer course" (Dörnyei and Csizer, 1998:209). Dörnyei and Csizer's (1998) research on motivational strategies has stimulated a number of similar studies in different teaching contexts due to cultural issues. This was related to its limitation that the "observations [i.e. research] primarily in a European foreign language learning environment" and might and might not be applicable in other (English as a foreign language) learning contexts" (Cheng and Dörnyei, 2007:155).

Responding to this situation, they had modified some of Dörnyei and Csizer's (1998) original survey "to explore the range of motivational strategies that teachers can use to motivate their learners in an Asian context, Taiwan" (Ibid.). Their respondents were 387 Taiwanese teachers of English from the school to university levels. Their findings showed that teachers in Taiwan used some of the suggested macro-strategies though some strategies were not significant enough which could be due to cultural differences between Hungary and Taiwan. For example, the order of importance was slightly difference from Dörnyei and Csizer's (1998) original survey since the Taiwanese teachers ranked the "Promoting learner autonomy"

strategy as the least importance and this "...implies that English teachers in Taiwan are not ready to take off the 'authoritarian' mask and let learners govern their own learning process" (Cheng and Dörnyei, 2007:164). On the other hand, both studies ranked the "Setting a personal example with one's own behaviour" as the most important and utilised motivational strategies. This indicated that the teachers in both contexts were aware of their influence on students' motivation and correlated with previous studies that that teacher motivation could affect students' motivation and language achievement (Sali, 2013; Walker, 2011; Yau, 2010; Bernaus, Wilson and Gardner, 2009; de Jesus and Lens, 2005).

Guilloteaux (2013) conducted a similar research on motivational strategies among Korean secondary school English teachers to explore the transferability of those strategies across different cultures. The participants included 268 teachers in a southern province of South Korea who were divided into two groups; one group answered the perceptions questions on the importance of motivational strategies and the other responded to the frequency survey. The results revealed that among the top strategies viewed as important were "Displaying appropriate teacher behaviours, promoting learner's confidence and presenting tasks properly" which were in line with previous cited research studies.

The recurring results from the cited studies indicated that some motivational strategies are transferable whilst some are not, depending on the cultural contexts of the studies. It was obvious that the selections of the motivational strategies by the respondents of the respective studies were influenced by their cultural educational contexts. For instance another similarity between Guilloteaux's (2013) and Cheng and Dörnyei's (2007) findings was that learner autonomy is considered as an impractical and the most underused strategy since the Korean and Taiwanese English teachers believed that their students were not prepared for such situation. Accordingly, this present study looked at the local teachers' perceptions of importance and frequent use of the motivational strategies which were originally derived from the Western culture.

Despite the importance of teacher motivation, it is still an area which is not widely researched on (Dörnyei, 2003). The same concern was raised by Visser-Wijnveen, Stes and Van Petegem (2012:422) who reported that, "the motivation of teachers for teaching is a dimension which has been relatively little explored, despite the fact that this is also a key component in achieving the desired result". Likewise the area of teacher motivation has not received much attention in Malaysia since the pressing issue is on students' attitude, motivation and language achievement. On top of this, little attention is given to language teachers' motivation in higher education institutions (HIEs) and it is also important to emphasise that these groups of teachers hardly receive the substantial amount of supports and attention from the education authority.

Research questions

In this study, basically its aim is to fulfil the knowledge gap on the lack of information about language teachers' motivation in local HIEs through the following questions;

- i) What are the language teachers' perceptions on the importance of motivational strategies?
- ii) How frequent did they implement the motivational strategies in their English classes?
- iii) Is there any correlation between the importance of motivational strategies and the frequency of implementing strategies in their English classes?

METHOD

Research Design

Firstly this was a small scale study in which the data was collected through an online questionnaire and the quantitative approach was adopted in order to classify the participants' perceptions on motivational strategies and the extent of the implementation of these strategies in the English language classes.

Setting and Participants

Since this was a pilot study, the number of participant was smaller in which they were 17 English language lecturers and tutors from six universities in Malaysia, ranging from 2 to 28 years of teaching experiences. These participants are currently teaching the English language subjects and have volunteered to answer the online questionnaire.

Data Collection Method(s) and Analysis

The questionnaire was adopted from Cheng and Dörnyei's (2007) "The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan" which included 48 specific items which were clustered into 10 broad categories. The original items were reduced to 26 strategy items within 5 clusters. The selected clusters were based on the five highest reliability indexes. Essentially there were 26 items on the importance of the motivational strategies (Part 1) and the same items were replicated to identify the frequency of the use of these strategies in the teaching practices (Part 2). The questionnaire was distributed to the respondents using the online survey (Online forms by Google) rather than the hardcopy.

In order to identify the respondents' perceptions on the importance and the usage of the motivational strategies, the means and standard deviation were computed through the questionnaires. Responses ranged on a 4-points Likert scale from 1 to 4, Part 1 with 1 being 'Not important' and 4 being 'Very important' and Part 2 with 1 being 'Hardly Ever' and 4 being 'Very often'. From these responses, researchers looked at the percentages to determine its frequencies in deciding whether their perceptions were positive or negative.

Next, descriptive analysis was used to explain the overall results of the questionnaire. It was also used to explain the frequency tabulation of the participants' demographic profile in terms of the percentages, mean, mode and median. Besides, the correlation analysis was used to identify the relationship between the importance and the frequency of the implementation.

FINDINGS AND DISCUSSION

Research question #1: What are the language teachers' perceptions on the importance of motivational strategies?

As portrayed in Table 1 the highest rated strategy among the language teachers in HIEs in Malaysia is Proper teacher behaviour strategy and the lowest ranked is Promoting learner autonomy. The important clusters of motivational strategies and their sub-strategies were as discussed later in the following paragraphs.

The following table illustrated the descriptive statistics of the importance of each strategy and its sub-strategies from the language teachers' point of views.

Table 1

Descriptive statistics of the importance of motivational strategies and sub-strategies

	Items	Mean	SD
Cluster 1 Proper teacher behaviour	(23) Establish good rapport with students	3.7059	0.47
	(2) Show students you care about them	3.7059	0.47
	(47) Be yourself in front of students	3.5882	0.62
	(17) Show your enthusiasm for teaching	3.8824	0.33

	(40) Share with students that you value English as a meaningful experience	3.8235	0.53
Cluster 2 Make the learning tasks stimulating	(18) Break the routine by varying the presentation format	3.5294	0.62
	(45) Present various auditory and visual teaching aids	3.5882	0.51
	(12) Introduce various interesting topics	3.7647	0.44
	(43) Make tasks attractive by including novel and fantasy element	2.4706	0.94
	(13) Make tasks challenging	3.4706	0.62
	(27) Encourage students to create products	2.6471	0.79
Cluster 3 Recognise students' effort	(46) Recognise students' effort and achievement	3.6471	0.49
	(42) Promote effort attributions	3.3529	0.79
	(15) Make sure grades reflect students' effort and hard work	3.6471	0.49
	(8) Monitor students' progress and celebrate their victory	3.4118	0.62
Cluster 4 Promote learner autonomy	(37) Adopt the role of a 'facilitator'	3.6471	0.49
	(24) Encourage peer teaching and group presentation	3.3529	0.70
	(14) Teach self-motivating strategies	3.4706	0.62
	(48) Allow students to assess themselves	3.1765	0.53
	(29) Give students choices in deciding how and when they will be assessed	2.7059	0.77
	(22) Involve students in designing and running the English course	2.5882	0.87
Cluster 5 Promote learners' self-confidence	(34) Provide students with positive feedback	3.7059	0.47
	(36) Teach students learning techniques	3.5294	0.62
	(28) Encourage students to try harder	3.4118	0.51
	(11) Design tasks that are within the students' ability	3.5882	0.62
	(33) Make clear to students that communicating meaning effectively is more important than being grammatically correct	3.4706	0.72

Proper teacher behaviour

The respondents listed the Proper teacher behaviour as the most important motivational strategy and the sub-strategies within this highly-rated cluster were “Show your enthusiasm for teaching” and “Share with students that you value English as a meaningful experience”. This result was in line with studies by Guilloteaux (2013), Ruesch (2009), Cheng and Dörnyei (2007) and, Dörnyei and Csizér (1998) in which the teachers value themselves as the authority in the classroom who are also responsible in becoming good role models and motivating their students to learn the language.

Promoting learners' self-confidence

This is the second highly-rated motivational strategy with most of the respondents chose “Provide students with positive feedback” and “Design tasks that are within the students' ability” as the most favoured sub-strategies. This finding also corresponded to Guilloteaux's (2013) data but placed third, rather than second, in Cheng and Dörnyei's (2007). This strategy was like an extension to the previous one since the teachers feel responsible in providing supports in their students' language learning and it correlated with Watt and Richardson's

(2015) finding that teacher motivation influenced their teaching practices to cater to their students' needs and relevance.

Recognising students' effort

The teachers in this research perceived that recognising students' effort including ensuring that the marks were fair as the third important motivational strategy. Though it was ranked second by Guilloteaux (2013) and Cheng and Dörnyei(2007), this indicated that the teachers in all three studies acknowledged students who work hard and gave them credits for their efforts. This could also be related to the extrinsic motivation where the teachers believe that the students would perform better if they were rewarded for their hard work.

Making the learning tasks stimulating

This motivational strategy was ranked fourth due to some of its sub-strategies such as "Making tasks attractive by including novel and fantasy element" and "Encouraging students to create products" which were hardly carried out in their English classes. The teachers preferred to use various teaching materials to attract the students' interest, and to have various presentation formats, probably referring to blended learning and flip-classroom. This low ranking was also reported by Guilloteaux (2013) and Cheng and Dörnyei(2007), indicating that this could be a challenging task to their teacher-participants and some were not concerned with their students' motivation in language learning.

Promoting learner autonomy

The teachers perceived this strategy as the least important among the others probably because the English syllabus in local universities is set up by the lecturers including the weekly topics, selection of materials as well as the assessment. Thus the students are not expected to take control of their learning although task-based learning and group work are very encouraged. The approach in most English classes is more of teacher-centred rather than learner-centred. This bottom ranking motivational strategy also corresponds with findings by Guilloteaux (2013) and Cheng and Dörnyei(2007) which could be related to the Eastern culture as opposed to the Western culture, represented by Dörnyei and Csizér's (1998) research, that promotes learner autonomy. Cheng and Dörnyei(2007:164) explained that, "[this] implies that English teachers in Taiwan are not ready to take off the 'authoritarian' mask and let learners govern their own learning process". Likewise the Korean teachers "...either do not truly believe that encouraging students to take more responsibility for their learning will elicit more motivation, or that they find it difficult to implement this strategy in their contexts" (Guilloteaux, 2013:9).

In summary, it could be concluded that Proper teacher behaviour strategy is the highest rated strategy among the respondents which could be related to the typical perception that teachers are experts and as such they should direct the students' learning and provide supports to them. Likewise Promoting learner autonomy is the least preferred strategy as most respondents are still practising teacher-centred learning approach which does not offer avenue for learner autonomy.

Research question #2: How frequent did they implement the motivational strategies in their English classes?

The teachers ranked the clusters of frequent use of motivational strategies as follows;

(1) Proper teacher behaviour, (2) Recognise students' effort, (3) Promote learners' self-confidence, (4) Make the learning tasks stimulating and (5) Promote learner autonomy.

However regardless of the clusters, the top 10 sub-motivational strategies were Show your enthusiasm for teaching, Provide students with positive feedback, Be yourself in front of

students, Share with students that you value English as a meaningful experience, Encourage students to try harder, Establish good rapport with students, Recognise students' effort and achievement, Make sure grades reflect students' effort and hard work, Present various auditory and visual teaching aids, and Introduce various interesting topics.

The following table illustrated the descriptive statistics of the frequency of each strategy and its sub-strategies being utilised in the English classes.

Table 2

Descriptive statistic of the frequency of motivational strategies and sub-strategies

	Items	Mean	SD
Cluster 1 Proper teacher behaviour ($\mu = 3.565$)	(23) Establish good rapport with students	3.5294	0.62
	(2) Show students you care about them	3.2941	0.69
	(47) Be yourself in front of students	3.5882	0.62
	(17) Show your enthusiasm for teaching	3.8235	0.39
	(40) Share with students that you value English as a meaningful experience	3.5882	0.62
Cluster 2 Make the learning tasks stimulating ($\mu = 2.93$)	(18) Break the routine by varying the presentation format	3.2941	0.69
	(45) Present various auditory and visual teaching aids	3.4118	0.71
	(12) Introduce various interesting topics	3.4118	0.71
	(43) Make tasks attractive by including novel and fantasy element	2.0000	1.00
	(13) Make tasks challenging	3.0588	0.56
	(27) Encourage students to create products	2.4118	0.94
Cluster 3 Recognise students' effort ($\mu = 3.34$)	(46) Recognise students' effort and achievement	3.5294	0.51
	(42) Promote effort attributions	3.3529	.60634
	(15) Make sure grades reflect students' effort and hard work	3.5294	.51450
	(8) Monitor students' progress and celebrate their victory	2.9412	.89935
Cluster 4 Promote learner autonomy ($\mu = 2.784$)	(37) Adopt the role of a 'facilitator'	3.2941	.84887
	(24) Encourage peer teaching and group presentation	3.1765	.63593
	(14) Teach self-motivating strategies	3.1176	.69663
	(48) Allow students to assess themselves	2.7059	.91956
	(29) Give students choices in deciding how and when they will be assessed	2.4118	.93934
	(22) Involve students in designing and running the English course	2.0000	1.17260
Cluster 5 Promote learners' self- confidence ($\mu = 3.294$)	(34) Provide students with positive feedback	3.6471	.49259
	(36) Teach students learning techniques	3.0000	.61237
	(28) Encourage students to try harder	3.5882	.61835
	(11) Design tasks that are within the students' ability	3.0000	.79057
	(33) Make clear to students that communicating meaning effectively is more important than being grammatically correct	3.2353	.75245

Based on the table above, the most frequent used cluster of motivation that teachers use in their classes is the Proper teacher behaviour and followed by Recognise students' effort and Promote learners' self-confidence clusters. This finding did not match the teachers' strategies preference in which their second choice is Promote learners' self-confidence cluster and the third would be Recognise students' effort cluster. Unfortunately this study did not explore the reasons for this disparity but it can be hypothesised that such result could be related to teachers as individuals rather than a collective motivational strategy.

On the other hand, the under-utilised sub-strategies were within the "Promote learner autonomy" strategy which echoed the findings by Guilloteaux (2013) and Cheng and Dörnyei(2007). Guilloteaux (2013) associated this situation to the Korean culture that the teachers felt their students were not prepared to be autonomous or self-independent in learning the language. The latter stated that such situation was due to "Taiwanese English teachers tend not to approve of the concept of autonomy as framed by Western educators" as well as related to the Chinese culture that regards teachers as "the ultimate source of knowledge, which he/she has then to transmit to the learners" (Cheng and Dörnyei, 2007:170). Likewise the respondents in this study might feel the same as their counterparts in Taiwan and Korea. For example, the students were never asked to participate in designing the English language syllabus as everything was decided by the lecturers and language tutors. Besides they might have been allowed to assess themselves but it would just be an informal assessment.

In general, there are several interpretations that emerged from the findings of this pilot study such as the universal and cultural specific values among the language teachers. For instance, 15 of them are Malaysians and only two of them are foreigners (Australia and the UK) but the findings indicated that despite the different cultural background all of them believe that teachers should demonstrate proper behaviour in their classes which includes showing their passion for teaching English and informing them its significance for their personal growth. It is also widely acknowledged that mastering more than one language is good for career development.

Besides that there is also the status of English as a globally accepted international language and it is officially regarded as the second language in the Malaysian context, but English remains a foreign language in relation to its little use in students' daily lives. In most cases students depend on teachers as source of English language learning and this situation might be the catalyst for respondents in this study to choose Proper teacher behaviour cluster as the most frequent strategies to display in classes.

Research question #3: Is there any correlation between the importance of motivational strategies and the frequency of implementing strategies in their English classes?

The Pearson's r data analysis revealed an average strong positive correlation for each cluster ($r = 0.49$) indicated that the language teachers who perceived high importance of motivational strategies reported high frequency of implementing strategies in their English classes. On the contrary, there is a weak correlation between the importance of promoting learner autonomy strategies and the frequency of implementing these strategies in EL classes in which $r = 0.150$.

DISCUSSION

Dörnyei's (1994) framework of L2 motivation stated that in the Language level, motivation is influenced by cultural factors such as a person who is motivated in learning the target language might also be interested in learning its culture. Associating oneself or living in the society that uses the target language could help accelerating their language proficiency.

In the case of English in Malaysia, the local culture is not that supportive despite its status as the second official language. In other words, the status of the English language does not resonate with its use among the public particularly when most students are still having difficulties in mastering the language. The language teachers in this study identified the importance of motivating students to learn English and therefore took some efforts to motivate them. The rank of importance of each motivational strategy in this study apparently is not exclusively among Malaysians. The table below portrays the comparison of their order of importance as perceived by the teachers in Malaysia, Taiwan, Hungary and South Korea.

Table 3

Comparison of order of importance for motivational strategies

	Malaysian survey	Taiwanese survey	Hungarian survey	South Korean survey
Proper teacher behaviour	1	1	1	1
Promote learners' self-confidence	2	3	5*	2
Recognise students' effort	3	2	-	2
Make the learning tasks stimulating	4	4	6*	11**
Promote learner autonomy	5	5	7*	12**

*Note: *of 10 rank order*

***of 12 rank order*

There are two interesting matters based on the above table. Firstly all the language teachers from the cited studies agreed that modelling proper teacher behaviour in the English language classes is the most important motivation strategy and encouraging learners' self confidence is the next important strategy. It appears that these perceptions are accepted across different countries and thus, they are not context-dependent. Next, out of 4 countries, only Hungarian study showed positive response towards promoting learner autonomy whilst the other three ranked it as the least important motivation strategy. It could be concluded that this strategy is cultural specific since the language teachers are from the Asian context in which learners look upon their teachers as authority figures in the classrooms. Such situation however does not imply that the teaching and learning process is not effective or boring because this would require an in-depth research study exclusively on learner autonomy.

In summary there is a symbiotic relationship among the Language, Learner and Learning Situation Levels despite the claim by Dörnyei (1998:126) that there is hardly any relationship among the levels in his framework of L2 motivation. The argument above indicates that the language teachers as well as learners (Learning Situation Level) are governed by the pedagogical beliefs of their culture (Language Level). Besides that it can also be inferred that the choices of teachers' motivational strategies (Learning Situation Level) depended on their learners' language proficiency (Learner Level) and with specific reference to the context of this study, the language teachers felt that their students were not ready for the concept of learner autonomy since the majority of them have either poor or average proficiency in English.

CONCLUSIONS

Brophy (1979) highlights the importance of setting a behaviour parameter among teachers. This parameter includes teacher accountability and related issues that could potentially lead to

an increased stress on students' outcome as criteria for teaching effectiveness (Brophy, 1979). In the span of two decades, teacher accountability and teaching effectiveness are still being researched. One of the elements that have been researched is teacher motivation as a factor that can influence teaching practice (Watt and Richardson, 2015; Sali, 2013; Walker, 2011; Yau, 2010; Bernaus, Wilson and Gardner, 2009; de Jesus and Lens, 2005). Previous researchers like Skinner and Belmont (1993) assert that students' behavioural and emotional engagements are directly influenced by teacher behaviour. Hence, suggesting a relation between students achievement and teacher motivation. The findings of this research further imply teacher behaviour as an important element in ensuring effective language learning. Hence, it highlights the urgency of intervening into this less researched area. Despite various significant findings on this issue alone, there are still elements that are yet to be discovered. This include the degree of the teacher behaviour; whether it is spontaneous or calculated and how these behaviour fit with students' expectation and desires while teachers maintaining their responsibility in classroom.

This research also revealed interesting but anticipated response of promoting learner autonomy. Despite this factor is highly regarded in western education system, depositing autonomous concept in students in eastern education system is not highly regarded due to culture differences. This research is no difference. Given adaptation of task-based learning and group work to promote learner autonomy, teachers are still sceptical over employing these stimulating tasks.

Despite similar findings on teacher's perception on motivation strategies particularly in eastern education system, there are still avenues for improvement. Therefore, given enough pedagogical provision and support, learners could be nurtured from being teacher-dependent to self-autonomy. In summary, these findings sensitize us to the needs of changing teacher's conventional perception on motivational strategies in order to achieve favourable outcome and engage students in learning activities.

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